

## Waccamaw Middle

247 Wildcat Way  
Pawleys Island, South Carolina 29585

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	525 Students	
<b>Principal</b>	Leonard L. Nelson	843-237-0106
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	12	3	1	1

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No
<b>2005</b>	Good	Unsatisfactory	No

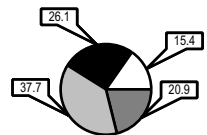
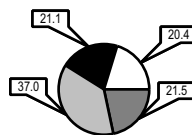
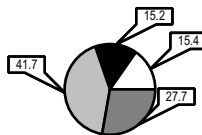
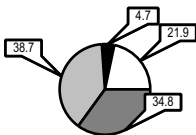
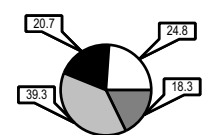
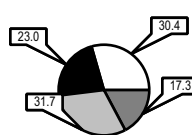
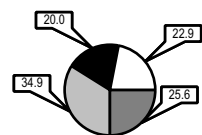
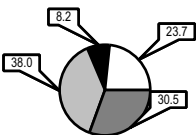
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	515	99.8	21.2	38.9	35.0	4.9	52.3	Yes	Yes
<b>Gender</b>									
Male	282	99.7	25.0	42.7	28.8	3.5	45.4		
Female	233	100.0	16.9	34.6	42.0	6.5	60.2		
<b>Racial/Ethnic Group</b>									
White	400	99.8	12.6	39.5	41.9	6.0	62.0	Yes	Yes
African American	101	100.0	51.0	37.5	10.4	1.0	15.6	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	453	99.8	14.7	40.6	39.4	5.3	59.0		
Disabled	62	100.0	70.2	26.3	1.8	1.8	1.8	No	Yes
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	514	99.8	21.0	39.0	35.1	4.9	52.4		
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	507	99.8	20.0	39.5	35.5	5.0	53.1		
<b>Socio-Economic Status</b>									
Subsidized meals	149	100.0	43.9	41.7	12.9	1.4	20.9	No	Yes
Full-pay meals	366	99.7	12.2	37.8	43.8	6.3	64.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	515	100.0	14.8	42.1	27.8	15.2	57.3	Yes	Yes
<b>Gender</b>									
Male	282	100.0	16.1	42.1	27.6	14.2	58.2		
Female	233	100.0	13.4	42.0	28.1	16.5	56.3		
<b>Racial/Ethnic Group</b>									
White	400	100.0	8.1	41.3	31.9	18.8	66.3	Yes	Yes
African American	101	100.0	39.6	45.8	13.5	1.0	24.0	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	453	100.0	10.6	41.4	30.8	17.2	63.2		
Disabled	62	100.0	47.4	47.4	5.3	0.0	12.3	No	Yes
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	514	100.0	14.7	42.2	27.9	15.3	57.4		
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	507	100.0	14.2	42.1	28.2	15.5	58.1		
<b>Socio-Economic Status</b>									
Subsidized meals	149	100.0	28.8	48.9	16.5	5.8	32.4	No	Yes
Full-pay meals	366	100.0	9.3	39.4	32.3	19.0	67.1		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	515	100.0	19.9	37.4	21.5	21.1	42.7
<b>Gender</b>							
Male	282	100.0	18.8	35.2	23.8	22.2	46.0
Female	233	100.0	21.2	39.8	19.0	19.9	39.0
<b>Racial/Ethnic Group</b>							
White	400	100.0	11.2	38.9	24.3	25.6	49.9
African American	101	100.0	51.0	34.4	9.4	5.2	14.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	453	100.0	14.7	37.2	24.4	23.7	48.0
Disabled	62	100.0	59.6	38.6	0.0	1.8	1.8
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	514	100.0	19.8	37.5	21.6	21.2	42.8
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	507	100.0	19.0	37.9	21.9	21.2	43.1
<b>Socio-Economic Status</b>							
Subsidized meals	149	100.0	43.9	36.0	11.5	8.6	20.1
Full-pay meals	366	100.0	10.5	38.0	25.5	26.1	51.6

<b>Social Studies</b>							
All Students	515	99.8	14.7	38.1	21.0	26.3	47.3
<b>Gender</b>							
Male	282	99.7	12.7	36.9	17.7	32.7	50.4
Female	233	100.0	16.9	39.4	24.7	19.0	43.7
<b>Racial/Ethnic Group</b>							
White	400	99.8	8.1	36.9	23.3	31.7	55.0
African American	101	100.0	37.5	43.8	11.5	7.3	18.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	453	99.8	11.5	37.6	21.7	29.3	50.9
Disabled	62	100.0	38.6	42.1	15.8	3.5	19.3
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	514	99.8	14.5	38.2	21.0	26.3	47.3
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	507	99.8	13.8	38.4	21.1	26.7	47.7
<b>Socio-Economic Status</b>							
Subsidized meals	149	99.3	31.2	45.7	13.8	9.4	23.2
Full-pay meals	366	100.0	8.2	35.1	23.8	32.9	56.7

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	161	100.0	22.4	37.3	36.0	4.3	40.4
	7	179	100.0	20.5	49.4	26.1	4.0	30.1
	8	153	100.0	17.1	48.0	23.7	11.2	34.9
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	28.1	32.0	31.4	8.5	39.9
	7	177	99.4	16.1	44.0	37.5	2.4	39.9
	8	176	100.0	20.1	40.2	36.1	3.6	39.6
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	161	100.0	8.1	29.8	34.2	28.0	62.1
	7	179	100.0	13.1	39.8	31.3	15.9	47.2
	8	153	100.0	30.9	49.3	15.8	3.9	19.7
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	10.5	37.3	33.3	19.0	52.3
	7	177	100.0	6.5	41.4	30.8	21.3	52.1
	8	176	100.0	27.2	46.7	20.1	5.9	26.0
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	23.5	30.7	20.9	24.8	45.8
	7	177	100.0	14.2	34.3	23.7	27.8	51.5
	8	176	100.0	22.5	46.2	20.1	11.2	31.4
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	162	100.0	15.7	27.5	19.0	37.9	56.9
	7	177	100.0	20.1	38.5	21.9	19.5	41.4
	8	176	99.4	8.3	47.0	22.0	22.6	44.6

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 525)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	19.4%	Down from 34.1%	27.0%	15.5%
Retention rate	1.5%	Up from 1.2%	1.6%	3.0%
Attendance rate	95.8%	Down from 96.0%	96.3%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 2.9%	3.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Down from 2.8%	3.4%	4.6%
Eligible for gifted and talented	38.3%	Up from 30.9%	31.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.1%	Up from 11.8%	9.9%	13.6%
Older than usual for grade	5.1%	Up from 4.7%	2.1%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Up from 0.2%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	54.3%	Up from 53.3%	58.2%	51.8%
Continuing contract teachers	82.9%	Down from 96.7%	82.2%	78.1%
Highly qualified teachers	90.0%	Down from 90.5%	90.3%	89.6%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	2.8%	6.0%
Teachers returning from previous year	89.8%	N/A	87.4%	85.4%
Teacher attendance rate	95.1%	Up from 94.5%	95.1%	94.9%
Average teacher salary	\$44,472	Up 2.0%	\$43,456	\$41,328
Prof. development days/teacher	6.4 days	Down from 8.4 days	10.9 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	5.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 18.7 to 1	23.4 to 1	21.3 to 1
Prime instructional time	89.9%	Up from 88.7%	90.3%	89.3%
Dollars spent per pupil*	\$6,032	Down 4.8%	\$5,395	\$6,022
Percent of expenditures for teacher salaries*	57.7%	Up from 57.1%	64.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.1%	Down from 99.1%	96.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year at Waccamaw Middle School increased from the previous school year of 501 students to 515 in grades six through eight. There is a staff of 38 professionals and 17 support personnel, plus various itinerant persons dedicated to providing the best educational program possible for each student. WMS faculty, staff and administration continued the commitment to participate in the South Carolina EIC Network. The two and one-half year EIC Program uses the Environment as the Integrating Context for Learning. Emphasis on the program is for the purpose of helping to improve our students' academic achievement and enthusiasm for learning. The faculty has continued the incorporation of field trips to Sandy Island where students explored the natural landscape, native wildlife and learned how to plot longitude and latitude using global positioning satellite tracking devices (GPS). During the 2004-05 school year the Reading Garden outside of the Media Center was landscaped using deer resistant plants utilizing the grants awarded from the previous year. The Grand Strand Master Gardeners assisted with the completion of the Reading Garden landscape.

The total percentage of students scoring at or above basic in Math and Language arts on the Palmetto Achievement Challenge Test (PACT) for grades 6-8 exceeded the total percentage of students scoring at or above basic in the district and the state over the past three years. The South Carolina Junior Scholars Program recognized 24 WMS students at the eighth grade level, with 4 seventh graders recognized by the Duke Talent Identification Program. The National Junior Honor Society inducted 63 new students into the society.

Other WMS academic accomplishments included: Winners of the Junior Academic Bowl; winners in the Superintendent's Art Awards; participated in All-County Band and All-County Chorus; received a superior rating at the Middle School Band Festival. WMS students participated in football, baseball, golf, basketball, tennis, volleyball, softball, track and cross-country athletic events. The boys' B-Team Basketball Team was Conference runner-up, the Girls' B-Team Basketball Team was Conference Champion and Tournament Champion, the tennis team participated in the State Tournament with a WMS student making All State Tennis Team, and the Golf Team participated in the State Tournament.

Community service activities at Waccamaw Middle School included: Service Over Self (SOS); Hoops for Hearts; Special Olympics; American Cancer Society's Relay for Life; Santa for Troops, Book Drive for Day Cares; Fire Victims Fund; and Tsunami Relief. Local businesses, parents and community members continue to support WMS through SIC (School Improvement Council), PTSA, Community Tutoring Program, and Business Partnership Program

Additional accomplishments included maintaining the State Department of Education's Red Carper Award and maintaining our State Report Card Rating of Good.

Sue Ella Bourne, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	32	163	45
Percent satisfied with learning environment	93.5%	79.0%	86.7%
Percent satisfied with social and physical environment	96.2%	77.5%	86.4%
Percent satisfied with school-home relations	96.9%	85.5%	77.3%

\*Only students at the highest middle school grade level at this school and their parents were included.